

117TH CONGRESS
1ST SESSION

H. R. 2253

To establish a competitive grant program to support the development, implementation, and evaluation of successful teacher and school leader training programs on family engagement that will increase the capacity of teachers and school leaders to work with families to develop and support the social and emotional skills, habits, and mindsets of children.

IN THE HOUSE OF REPRESENTATIVES

MARCH 26, 2021

Mr. RYAN introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To establish a competitive grant program to support the development, implementation, and evaluation of successful teacher and school leader training programs on family engagement that will increase the capacity of teachers and school leaders to work with families to develop and support the social and emotional skills, habits, and mindsets of children.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Social Emotional
3 Learning for Families Act of 2021” or the “SELF Act
4 of 2021”.

5 **SEC. 2. GRANT PROGRAM.**

6 (a) IN GENERAL.—From amounts appropriated to
7 carry out this section, the Secretary of Education shall
8 award grants, on a competitive basis, to local educational
9 agencies to develop, implement, and evaluate teacher and
10 school leader training programs on family engagement.
11 Local educational agencies may work in partnership with
12 the entities described in subsection (e)(3) to carry out
13 such programs. The objective of such programs will be to
14 increase the capacity of teacher and school leaders to work
15 with families to develop and support the social and emo-
16 tional skills, habits, and mindsets of children.

17 (b) GRANT AWARDS.—

18 (1) MAXIMUM GRANT AMOUNT.—The total
19 amount of each grant awarded under this section
20 may not exceed \$1,200,000.

21 (2) GRANT PERIOD.—A grant awarded under
22 this section shall be for a period of 5 years, and may
23 be renewed.

24 (3) NUMBER OF GRANTS.—The Secretary shall
25 award not more than 100 grants under this section.

1 (c) APPLICATIONS.—An application submitted by a
2 local educational agency for a grant under this section
3 shall demonstrate—

4 (1) the ability to provide laboratory and in-
5 structional space for proposed programming;

6 (2) a commitment to the development, imple-
7 mentation, and evaluation of successful teacher and
8 school leader training programs on family engage-
9 ment that will increase the capacity of teachers and
10 school leaders to work with families to develop and
11 support the social and emotional skills, habits, and
12 mindsets of children;

13 (3) a plan to ensure that the proposed pro-
14 grams will serve diverse groups, such as underrep-
15 resented or economically disadvantaged families; and

16 (4) a long-term commitment to the proposed
17 programs to be carried out with the grant, including
18 a plan to continue the actions described in para-
19 graphs (1) through (3) for a period of not less than
20 5 years.

21 (d) SELECTION.—In awarding grants under this sec-
22 tion, the Secretary shall—

23 (1) give priority to high-need local educational
24 agencies, as defined in section 200 of the Higher
25 Education Act of 1965 (20 U.S.C. 1021); and

1 (2) ensure that, to the maximum extent practicable, the projects funded under this section are located in diverse geographic regions of the United States.

5 (e) USES OF FUNDS.—

6 (1) IN GENERAL.—A local educational agency receiving a grant under this section shall use such funds to carry out programs at elementary schools and secondary schools served by the local educational agency that—

11 (A) involve instruction of research-based social and emotional skills, habits, and mindsets through locally relevant materials for teachers and school leaders and families;

15 (B) provide professional development for teachers and school leaders to engage families and support the development of the social and emotional skills, habits, and mindsets of families;

20 (C) provide direct instruction on social emotional learning to families during times when families are available and in places that are convenient and easily accessible;

24 (D) encourage participation of families in the programs offered by the local education

1 agency under this section, including programs
2 supported by partner agencies as described
3 under paragraph (3);

4 (E) are designed to result in improved
5 measurable outcomes related to children, in-
6 cluding positive social behavior and academic
7 outcomes; and

8 (F) may be provided virtually or online.

9 (2) STATE EDUCATIONAL AGENCIES.—In the
10 case of a local educational agency that is a State
11 educational agency, such entity shall award sub-
12 grants, on a competitive basis, to local educational
13 agencies to carry out the program described in para-
14 graph (1).

15 (3) PUBLIC-PRIVATE PARTNERSHIPS.—Each
16 local educational agency awarded a grant under this
17 section may carry out the program funded under the
18 grant in partnership with one or more of the fol-
19 lowing:

20 (A) Institutions of higher education.

21 (B) Nonprofit organizations.

22 (C) Community-based organizations.

23 (f) ANNUAL REPORT TO CONGRESS.—Not later than
24 4 years after the first grant is awarded under this section,
25 and annually thereafter, the Secretary shall submit to

1 Congress and make publicly available, a report on activi-
2 ties and results under this section. Such report shall de-
3 scribe—

4 (1) the total number of grant applications re-
5 ceived during the year preceding the report;

6 (2) the number and geographic distribution of
7 the grants for such year and for all grants awarded
8 under this section;

9 (3) participation of minority-serving institu-
10 tions;

11 (4) participation of underrepresented and eco-
12 nomically disadvantaged families;

13 (5) overall program outcomes and issues of con-
14 cern; and

15 (6) recommendations for program revisions to
16 achieve the desired program outcome.

17 (g) DEFINITIONS.—

18 (1) ESEA TERMS.—The terms “elementary
19 school”, “local educational agency”, “parent”, “pro-
20 fessional development”, “secondary school”, and
21 “State educational agency” have the meanings given
22 the terms in section 8101 of the Elementary and
23 Secondary Education Act of 1965 (20 U.S.C. 7801).

24 (2) INSTITUTION OF HIGHER EDUCATION.—The
25 term “institution of higher education” has the

1 meaning given the term in section 101(a) of the
2 Higher Education Act of 1965 (20 U.S.C. 1001(a)).

3 (3) INSTRUCTION.—The term “instruction”
4 means activities that—

5 (A) emphasize communication of knowl-
6 edge concerning social emotional learning in
7 adults and children;

8 (B) provide opportunities to practice social
9 emotional learning through interactive activities
10 between families and their children; and

11 (C) are aligned with and integrated into
12 family involvement and engagement standards
13 that may exist in the applicable State or that
14 may be developed.

15 (4) MINORITY-SERVING INSTITUTION.—The
16 term “minority-serving institution” means an insti-
17 tution of higher education described in section
18 371(a) of the Higher Education Act of 1965 (20
19 U.S.C. 1067q).

20 (5) TEACHER AND SCHOOL LEADER TRAINING
21 PROGRAMS.—The term “teacher and school leader
22 training programs” includes training programs for
23 teachers, principals, school leaders, and other school-
24 based personnel.

1 (6) TEACHERS AND SCHOOL LEADERS.—The
2 term “teachers and school leaders” means teachers,
3 principals, school leaders, and other school-based
4 personnel.

5 (7) SECRETARY.—The term “Secretary” means
6 the Secretary of Education.

7 (8) SOCIAL EMOTIONAL LEARNING.—The term
8 “social emotional learning” includes—

9 (A) self-awareness, or having a realistic
10 perception of one’s own values, interests, and
11 strengths, and being able to recognize one’s
12 own emotions;

13 (B) self-management, or how well one
14 manages emotions, impulses, and stress, and is
15 able to establish and achieve goals and exercise
16 self-discipline;

17 (C) social awareness, or the ability to take
18 the perspective of and empathize with someone
19 else and to appreciate and respect diversity;

20 (D) relationship skills, or the ability to
21 participate in healthy, cooperative, and caring
22 relationships, and effectively resolve conflicts;
23 and

24 (E) responsible decision making, or the
25 ability to recognize and generate good choices,

1 evaluate the likely consequences of actions, and
2 take responsibility for one's decisions.

3 (h) AUTHORIZATION OF APPROPRIATIONS.—There
4 are authorized to be appropriated to carry out this section
5 \$130,000,000, of which not more than \$10,000,000 may
6 be used by the Secretary for reports and technical assist-
7 ance.

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